DOCUMENT RESUME

ED 199 136 SO 013 182

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TITLE Do You Have To...To? A Global Perspectives Experimental Unit.
INSTITUTION Albuquerque Teachers' Learning Center, N.Mex.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jun 80
NOTE 38p.
AVAILABLE FROM Albuquerque Teachers' Learning Center, 712 Girard N.E., Albuquerque, NM 87112 ($3.00).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Class Activities; Cultural Awareness; Economics Education; Elementary Education; Family Life; *Global Approach; Religion; Sex Discrimination; *Social Studies; Units of Study; Values Education

ABSTRACT

This unit of study on global perspectives contains activities to help elementary students respect and understand the traditions, cultures, and values of other people and themselves. Unit objectives include the following: (1) to teach children that there exist commonalities of meeting basic human needs; (2) to assist the child in looking closer at his life style and understand why he has the life style he does; (3) to help the child believe it is okay to be different; and (4) to encourage group discussion wherein all opinions are considered. The material can be used as a total unit of study or the activities can be integrated into the curriculum throughout the year. Some examples of the activities follow. In one activity, which focuses on the cultural universal of material, the children are asked to debate the question "Do you have to receive presents to celebrate your birthday?" The children must use the library to find out how other cultures celebrate birthdays and present their findings to the class through a puppet show or a role-playing activity. Another cultural universal studied is the arts, play, and recreation. First a poll is taken on the question "Do you have to be a boy to be successful in sports?" The children must make a chart listing all the sports they know. They are asked to check the box (boy, girl, or both) to indicate who the individual child feels would be successful in the particular sport. They then ask the P.E. instructor for his/her opinion about the same sports and compare the results with the class results. Each child then has to research two people in sports, one female and one male, and report to the class by oral, written, or taped report. Other topics explored are: "Do you have to shake hands to say hi?" (language and non-verbal communication); "Do you have to have both parents to be a family?" (social organization); "Do you have to do everything your friends do to keep them as friends?" (social control); "Do you have to agree with your parents to be an acceptable family member?" (conflict and warfare); "Do you have to have money to get what you want?" (economic organization); "Do you have to go to school to learn?" (education); and "Do you have to be buried to have a funeral?" (world views). (Author/RM)

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Do You Have To...To?

A GLOBAL PERSPECTIVES EXPERIMENTAL UNIT

June 1980

Teachers' Learning Center
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SO 013182

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Do You Have To .....

To ?

A unit in valuing diversity and commonalities designed for children.

By

Judy Starr
Karen Casaus

Albuquerque, NM

I have often thought there ought to be a manual to hand to little kids, telling them what kind of planet they're on . . .called WELCOME TO EARTH . . .And one thing I would really like to tell them about is cultural relativity. I didn't learn until I was in college about all the other cultures, and I should have learned in the first grade. . .that there are lots of alternatives to our own society. It is also a source of hope. It means that we don't have to continue this way if we don't like it."

Kurt Vonnegut

Taken from "Helping Boys and Girls Discover the World," UNA-USA, p. 35, Leonard Kenworthy, 1978.

Kindergarteners' view of global perspectives:

Question: Why do we need to learn about other people different from ourselves?

'Cause we need to find out whether people are mean or not. 'Cause if they're different than us we have to kill the mean ones but not the nice ones.

Because in the old days they had just moccasins and feathers in their hair. We want to know about the olden days.

Because we probably have the same kind of blood and stuff.

Well, I'm different and I want people to know I'm a nice boy, so no one will call me a dirty nigger.

Boy, that's hard. I don't want to talk about them. We could learn different things about them, but I don't really care.

'Cause they are different than us and do different things than us and we can do these things, too.

They throw stuff around and we need to know so they won't come and get us.

So we will know them better so we won't say the wrong thing about them.

They might be different than us, but they might be the same. They can learn about us, too.

They throw stuff around and we need to know so they won't come and get us.

They got the same body as us, but different names, clothes, coats. If we all wore the same clothes, we couldn't tell which kid was which.

Global perspectives is helping children respect and understand the traditions, cultures, and values of other people and themselves. (Valuing diversity and commonalities.)

The authors feel it is possible and important to help children reach an understanding that all cultural behavior is arbitrary, that there are many ways to meet basic human needs, and that there is a diversity within cultures as well as between cultures.

Photographs found in this unit are taken from Family of Man and Family of Children.

Unit Objectives:

1. To focus the child's attention on cultural universals: that there exist commonalities of meeing basic human needs. By introducing commonalities and differences between cultures, student stereotypes will be challenged.
2. To assist the child in looking closer at his life-style and understanding why he has the life-style he does.
3. To help each child believe it is ok to be different by identifying the many ways people meet their needs.
4. To encourage group discussion wherein all opinions are considered. (Hopefully, the children will practice learning to accept classmates' opinions without responding in a negative way--no 'put-downs.')
5. To provide the child with a wide variety of experiences dealing with cultural behavior and attitudes which the authors hope will bring the specific "Do You Have To .... To?" questions into the real-life realm of the children.

Although there are many ways to categorize cultural behavior, we have chosen the following nine.

Cultural Universals Included in this Unit of Study:

1. Material
2. The Arts, Play, and Recreation
3. Language and Nonverbal Communication
4. Social Organization
5. Social Control
6. Conflict and Warfare
7. Economic Organization
8. Education
9. World View

Taken from "Universals of Culture," Alice Cleaveland, Jean Craven, and Maryanne Danfelser. Intercom, p. 8, #92/93. Editor, Charles Bloomstein. Center for Global Perspectives of Global Perspectives in Education, Inc. May, 1979.

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General Procedures

The authors suggest the following approaches as possibilities for implementing activities:

Use the material as a total unit of study; or

Use the material interspersed throughout the school year.

The following are a few suggestions for structuring the activities:

1. Small group study of individual "Do You Have To ---- To ----?" questions;
2. Formal or informal debates;
3. Establishing bulletin board center approach with topics and specific activities;
4. Grab-bag of topics and/or activities; and,
5. Parent-child projects and activities.

It is not necessary to do all of the above approaches, but rather use the ones that best fit your needs and your teaching style.

It is suggested also that each topic and activity be polled first and the results posted with graphing. The polls could be divided according to the subject, i.e., peer vs. adults; boys vs. girls; child vs. parent; etc.

Example of Polling Technique

Do You Have To ---- To ----?

	boys under 12	girls under 12	boys 12 to 18	girls 12 to 18
yes				
no				

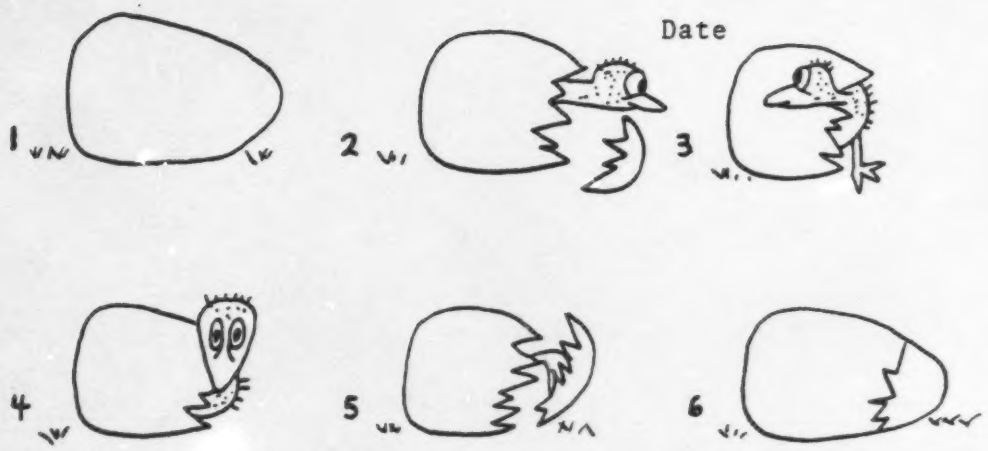
The results could then be placed on a bar graph. This is just one example of many. The type of polling you use would depend on your class and the question involved.

Cover Letter to Parents

This entire "Global Perspectives" unit and the activities it contains may be controversial. The unit could be prefaced with a letter home to parents indicating the areas to be covered. Be sure parents have a chance to contact the teacher with concerns or suggestions well before the unit of study is begun. This is especially true of the World View activities. Make sure parents feel welcome to contribute to all activities and that the family will be involved as much as possible.

The following page consists of a sample of such a letter.

Date



Dear Parents,

Have you ever felt like crawling back into your 'shell'?

I feel that our children need to realize that we <u>all</u> need one another, that we need to understand one another better, and to share our similarities and differences.

In order to do this effectively, I need your support and cooperation. This unit entitled, "Do You Have To ---- To ----?" will involve the children in topics such as religion, stereotyping, sex roles, and values. <u>Some</u> of the topics may be considered controversial. Your feelings and/or suggestions are welcome. You may be asked to participate with your child in some of the activities.

Please contact me by phone or note regarding questions or concerns by the end of next week.

Sincerely,

Date _____

I have read the above letter and wish my child to participate in this unit of study.

signed _____

I have read the above letter and do not wish my child to participate in this unit of study.

signed _____

Do You Have To be rich

To to be happy?

Cultural Universal - A. MATERIAL

ACTIVITIES:

1a. Polling technique

1b. Develop a picture file of at least forty people. Mount on tagboard and laminate. Distribute pictures to children and tell them to examine their picture and organize themselves into two groups (happy -- unhappy).

After the groups have been established, ask the children to justify why they are in their particular group. Emphasize how they KNOW they are happy or unhappy. Then, have the children regroup into two groups (rich -- poor). Have the children go through the same procedure as before, also noticing if the groups are the same or not, and why.

1c. The teacher should have available a large selection of children's books. (Examples would include: King Midas, The Giving Tree, The Princess and the Pea, Cinderella, etc.) After the children have read or listened to several stories, ask them to determine the theme that does or does not support the view that one must be rich to be happy. This may be done by illustrating, dialogue, role-playing, etc.

Do You Have To receive presents

To celebrate your birthday?

Cultural Universal - A. MATERIAL

ACTIVITIES:

2a. Polling Technique

2b. Suggest children seek information about birthday celebrations by other cultures (3, 4, or more, depending on interest and age level of class) to determine whether receiving gifts is world-wide or limited to our culture only. Allow the children to use resource materials in the classroom and/or library. Encylopedias, Childcraft, Highlights Magazine, etc., or teacher picture files, writing letters of inquiry to UNICEF or to various embassies of the countries, etc., are possibilities. Allow for the collection of data, discussion of the information with the teacher, and finalizing report, story, puppet show, role-playing, etc., for classroom discussion. Allow one or two class periods for sharing of information

Do You Have To be a boy

To be successful in sports?

Cultural Universal - B. THE ARTS, PLAY, AND RECREATION

ACTIVITIES:

1a. Polling technique.

1b. Have the children make a list on the chalkboard or chart of all the sports they know. Check the box (Boy, Girl, or Both) to indicate who the individual child feels would be successful in the particular sport.

SPORT	Boy	Girl	Both

1c. Take the chart of sports done in 1b. and ask the P.E. Instructor his/her opinion about the same sports. Compare the results with the class results.

1d. Each child is to research two people in sports, one female and one male, and report to the class by oral, written, taped, etc., report. The material can be researched at school and/or home. For a final emphasis, display photographs or illustrations of the people studied.

Do You Have To be a girl

To be successful in cooking?

Cultural Universal - B. THE ARTS, PLAY, AND RECREATION

ACTIVITIES:

2a. Polling technique.

2b. Divide the class into two groups, boys and girls. They are to cook the same recipe without teacher input or intervention. The authors chose Frosted Treats. The recipe can be found on the following page. Given the recipe, the groups must meet to determine how to obtain ingredients and materials needed, who will get the materials, the cost per child, the preparation for the cooking experience, the actual experience, and clean-up.

On a specified day, both groups will make the Frosted Treats and serve them to other teachers and/or classes. Try to determine if one group's efforts 'turned out' better than the other. Have evaluation discussion about problems, observations of children not directly involved*, and the teacher's observations. Do the children still feel the same as when they started the project?

*From each group, have the children choose one member to observe their own group's activities and one member to observe the other group's activities.

Remember, preparation and clean-up are integral to successful cooking!

FROSTED TREATS

Ingredients:

¼ cup margarine
3 cups miniature marshmallows
5 cups crisp rice cereal
1 10 oz. jar of fudge topping

Procedure:

Melt margarine in a 3-quart saucepan over low heat.
Add marshmallows; stir until melted and well blended.
Remove from heat.
Stir in cereal until well coated; press into 9-inch square pan.
Cool; frost with topping.
Cut into squares.

Do You Have To be able to see

To play baseball? Walk to play basketball Have both legs to ski? Etc.

Cultural Universal - B. THE ARTS, PALY, AND RECREATION

ACTIVITIES:

3a. Polling technique.

3b. Allow children to write to the city's Parks and Recreation Department and find out what is available in their city for the handicapped. Also have the children (individually or in committees) write to or have for guest speakers the sports announcers from the local T.V. stations, to add their knowledge and information to the class. Another source of information would be the local organizations for the handicapped, i.e., CEC, etc. Allow time for the information to be gathered. Use a bulletin board to display information.

3c. Can the children come up with any new adaptations to 'old' games they are familiar with to include handicapped children?

3d. The children could use the information from 3b. and 3c. to 'publish' a book of their own--"New Games That Include Everyone."

Do You Have To shake hands To say "Hi!"?

Cultural Universal - C. LANGUAGE AND NONVERBAL COMMUNICATION

ACTIVITIES:

1a. Polling technique.

1b. Following 1a., let the children take a Polaroid or Instamatic camera on the playground to snap photos of students greeting one another. Have the class bring in photos of relatives and/or friends greeting one another. Gather pictures from magazines and newspapers of people greeting one another. Display all the pictures on a bulletin board. Suggest the children create dialogues to match the photos and pictures. List ways of 'saying Hi!' Look at National Geographic magazine to determine evidence of other ways and means of greeting and add to the bulletin board.

1c. Extension of 1b. See if the children can create new forms of 'saying Hi!' and then try them out for a week or so to determine reactions from people met in this "new" way.

Do You Have To be able to hear

To talk to other people?

Cultural Universal - C. LANGUAGE AND NONVERBAL COMMUNICATION

ACTIVITIES:

2a. Polling technique.

2b. Have the children determine a set of statements they would want to get across to other children and see if the class can devise ways to 'speak' without talking. (I.e.: charades; gesturing activity; sign language; lip reading; etc.)

Examples of statements:

I want you to come with me, please.
Thank you for helping with the dishes.
Can you see the mountains?
Let's go to the cafeteria for lunch.

Try out the statements and discuss the results. What were the problems, if any? Is it <u>impossible</u> to communicate if one person can't hear?

2c. Have a resource person come out to instruct the children in basic sign language and discuss the usefulness of the skill. (Perhaps learn a song in sign language.) Can one <u>easily</u> become fluent in sign language? Is it an effective means of communication? (Several groups associated with churches have resource people available for this task, or school personnel, etc.)

Do You Have To have both parents To be a family?

Cultural Universal - D. SOCIAL ORGANIZATION

ACTIVITIES:

1a. Polling technique.

1b. Start a bulletin board entitled, "Family," with no other material on it. As the study continues, display materials around the lettering.

1c. In a class discussion try to define the word, 'family.' Write down all statements and later display on the bulletin board. As the discussion continues, try to bring in the question, "Do you have to have both parents to be a family?"

1d. Make a description of FAMILY as below and display on the bulletin board.

Funny and kind people are at home.
All of us like to play.
Mom and Dad love us a lot.
I'll always have a home.
Love and laughter are in every room.
Yes, my family is great!

1e. Make individual family books which describe each child's family in detail and have a place set aside to share the books for a week or two.

Do You Have To be a child

To have fun?

Cultural Universal - D. SOCIAL ORGANIZATION

ACTIVITIES:

2a. Polling technique.

2b. The children are to write several brief stories or paragraphs describing ways in which they have fun. These could be combined either into individual booklets or a class book.

2c. Interview parents, brothers, sisters, grandparents, or other people other than their age group as to what, if anything, they did/do to have fun. In class, share the information orally or in written form.

2d. Locate photos of people of all ages having fun. (Some good sources are Family of Man and National Geographic.) Share the photos or display some that could be cut out.

Do You Have To do everything your friends do

To keep them as friends?

Cultural Universal - E. SOCIAL CONTROL

ACTIVITIES:

1a. Polling technique.

1b. "What is a Friend?" Puzzle: The children draw and illustrate a picture of a friend on large manilla paper which is then glued to tagboard or cardboard. After drying, the picture is cut apart into puzzle pieces by the children. On the back of each piece, the children write a one sentence description of what friendship entails. The puzzle is placed in an envelope with "What is a Friend?" written on the cover. The puzzle is then given to the child who was illustrated. This may require some mailing if the child lives away from the immediate vicinity.

1c. Make a list of qualities felt needed in a friend and discuss possible strengths and weaknesses of each quality.

1d. Discuss problems between friends without giving names. How were the problems solved or not solved?

1e. Have the children spell out 'friend' or write poetry. Example:

Fun to be with
Responsible for his/her actions
Interesting to be with
Enthusiastic about life
Never uses friendship for selfish reasons
Deals with everyone fairly.

Do You Have To have children

To be happily married

Cultural Universal - E. SOCIAL CONTROL

ACTIVITIES:

2a. Polling technique.

2b. "What if?": Have the children pretend they marry at age twenty or so. Ask them to write on cards reasons why and why not having children would make them happily married, i.e., blue card--Children can help around the house.
red card--Children cost a lot of money to raise.
Collect all cards and discuss pros and cons of each statement. Is it hard to foresee some situations? Are there outside influences which could alter opinions? (for example, employment, illness, etc.)

2c. Have the children role-play situations, real or imagined, in which children play a positive or a negative role in a marriage.

Do You Have To agree with your parents

To be an acceptable family member?

Cultural Universal - F. CONFLICT AND WARFARE

ACTIVITIES:

1a. Polling technique.

1b. Have each child come up with a rule or restriction their parents use at home that they feel is unfair or unjust and that they would like to change. Have each child write down the rule or restriction or illustrate it. Now have the child think of two approaches to change it, (acceptable/unacceptable). This, too, can be written or illustrated.

Follow up by having the children take their rule and two approaches home and discuss it with parents. Share with the class the next day whether any approaches met with success, if any rules or restrictions were changed, if parents agreed with the approaches, if parents felt both approaches were unacceptable, etc.

1c. Have the children use role-play to dramatize situations that have occurred or may occur at home between parents and children. Is it hard to see the parents' point of view?

1d. Have the children ask their parents to write down ways they dealt with their parents when they were young and disagreed. Were they acceptable ways or not? Would they work today?

Do You Have To win

To enjoy playing a sport or game?

Cultural Universal - F. CONFLICT AND WARFARE

ACTIVITIES:

2a. Polling technique.

2b. Have the children brainstorm two lists of 'feelings.'
How do you feel when you lose?
How do you feel when you win?

2c. Using the books, New Games and Cooperative Sports*, select several games to play over the next couple of weeks, either in P.E., at recess, or a special reserved time. Have the children now brainstorm another list of feelings that these games and sports produced. Do the lists over-lap or did new feelings develop?

2d. Have the children think of ten sports or games that are competitive and ten sports or games that are not competitive. Which list was easier to do? Why?

***Examples of five of these games are on the following pages.**

Frozen Tag

If you want to play a tag game, why not introduce some helping components? A few children are designated 'freezers' while the rest of the children scatter in all directions. The freezers count to ten, and they they take off after the runners. When a child is tagged, he freezes in a stride position or with a hand extended. To unfreeze him, another child must either pass under his legs or shake his hand. The number of freezers can be adjusted to keep the game moving. When the children are tired or ready to play something else, the leader can ask they children, "How many of you unfroze your friends?"

Frozen Tag also can be played in pairs with twin freezers, twin runners, twin freezes, and twin unfreezes. Partners hold hands and run together, freeze together, and unfreeze together, with both partners shaking hands with the frozen pair or going under the frozen pair's legs. It also can be played in groups of three, and in shallow water, where children swim under each other's legs to unfreeze each other.

Taken from The Cooperative Sports and Games Book, Terry Orlick, Pantheon Books, 1978. p. 38.

Towering Tower

The object of this game is to have children work together to build a single tower out of bean bags, cardboard boxes, hoops, balls, old shoes, or any other materials you have handy. To have all the players actively involved all the time, the children can run (skip, hop, crabwalk, etc.) around the gym until the leader calls, "Tower!" At this point, each child gets one piece of equipment of his or her choice from a common supply and places it in the middle of they gym to help build the tower. The children then run around until "Tower!" is called again, and then add further material to the towering tower.

I remember one of the first times we played this game with a group of eight-year-olds. Just before the dismissal bell rang, they managed to place the last block on their towering tower, which had a distinct lean to it. All the children jumped up and down, cheering. I wondered, How many would have cheered if it had been a relay race?

In another approach, ask the children to select a partner or partners when "Tower!" is called, and select and carry a piece of equipment to the tower site together. If you're using large building blocks, this is functional and maybe necessary. If you're not, try having the children carry the building blocks balanced on two sticks or held between their bodies. Each time "Tower!" is called, players can select a new partner to work with.

Taken from The Cooperative Sports and Games Book, Terry Orlick, Pantheon Books, 1978. p. 42.

Hug Tag

This variation on classical tag is a perfect example of how you can turn as old game into a new one. Play by whatever rules you're used to, but with one major exception--the only time a player is safe is when he's hugging another player. (No fair for adults to carry small children around under their arms.)

After playing for a while, make the game a little more communal--rule that only three people hugging are safe. Then try four, five, ... everyone. When you're all hugged together, why not get whoever is IT to join you and all have a go at an Amoeba Race?

Taken from The New Games Book, Andrew Fluegelman, Dolphin Books, 1976. p. 115.

Rock, Paper, Scissors

Remember Rock, Paper, Scissors? As kids we played it as a way to choose who went first or who got the extra piece of cake. It was a ritual of fate, complete with chant and symbols. A fist meant Rock, a hand held flat was Paper, and two fingers were for Scissors.

Two by two, we'd face off and chant - one hand beating rhythm in the air - "Rock, Paper, Scissors," and on the next beat we'd throw one of the symbols. The pecking order was: Paper covers Rock, Rock breaks Scissors, and Scissors cuts Paper. One of us came out the winner.

If we weren't playing to get something, we played to avoid something - a swift two-fingered swat on the hand or wrist inflicted by the victor. It was a game of chance, but it also took some skill to guess you opponent's move and then cast the conquering symbol. The greatest victory was in being able to "psych him out."

By now, either your nostalgia or your curiosity has been aroused. For this New Games version, we've cut the violence, stepped up the action, and added a bit of group consciousness. What better kind of evolution could you hope for?

You need two teams, a "free zone" for each team, and a center line over which they meet. Each team huddles and collectively decides which symbol they will all throw. (For a group to psych out another group can be pretty interesting.) In two lines, the teams face each other and begin to chant, "Rock, Paper, Scissors" and throw their symbols. The team that throws the winning symbol chases the other team, trying to tag as many of their players as possible before they reach their free zone.

It takes a quick eye and lightning response to realize whether you should chase or run. You'll be surprised at how often you get mixed up. (It's a good idea to have a second choice ready in case, at the moment of truth, both teams find they have cast the same symbol. Just begin again with the chant.)

The "old games" way to play would be that anyone tagged is out of the game, until one team eliminates the other. The New Games way is to have all tagged players join the team that caught them. This way teams constantly change numbers and faces, and the game keeps going with everyone in it.

Taken from The New Games Book, Andrew Fluegelman, Dolphin Books, 1976. p. 109.

The Lap Game

After a strenuous stretch of whopping, boffing, clenching, and tugging, how about sitting down for a rest--New Games style?

Everyone available stands in a circle, shoulder-to-shoulder. Now turn to the right. Then, very gently, everybody sits down on the lap of the person behind them.

There are two ways you can get yourselves into this position. The "Slow and Easy" method is to have one person lie on his back with his knees bent. The next person sits down, forming a nice chair for the next person to sit on, and on and on until the whole circle is seated. The crucial moment comes when the person on his back is hoisted up onto the lap of the person behind him. And there you have it--a sitting circle.

The "Fast and Reckless" method is for everyone to sit on their neighbor's lap at precisely the same moment. This is very impressive when it works and a spectacular flop when it doesn't. Actually the circle is far more stable, if less exciting, when you sit on your neighbor's knees.

Once you're comfortably seated, you might all wave your arms or give the person in front of you a back rub. Tickling is the last suggestion and is the surest way to end the game.

We're told this game was originally called "Empress Eugenie's Circle," after the Austrian Empress's account of how her soldiers kept dry while resting is a wet field. It's just too bad they didn't try playing it with the Prussians.

Taken from The New Games Book, Andrew Fluegelman, Dolphin Books, 1976. p. 171.

Do You Have To have money

To get what you need?

Cultural Universal - G. ECONOMIC ORGANIZATION

ACTIVITIES:

1a. Polling technique.

1b. Divide the children into small groups. Have each group list ten things they feel everyone needs in everyday living. (Needs may be written or illustrated.) Share the list with the entire class. Divide back into small groups. Have each group now choose just three needs from their list. Tell the children they have no money so they must decide how to obtain each needed item. This activity may be followed by written reports, role-play, murals, etc.

1c. Have the children have a "White Elephant Sale" but no money may be used. First, be sure it is understood that objects brought from home must be old and useless to them and anyone else in their home. Each child is to bring three items. Since no money is to be used, the children must barter and bargain with the other children to obtain what they want. Set an exact time limit. (Maybe fifteen or thirty minutes.) At the end of the time limit, have the children return to their own seats with their newly acquired possessions. Has everyone gotten rid of their original objects? Are they satisfied with what they have now? Did anyone get upset during the time limit? Why does having money make life easier?

Do You Have To be paid To work?

Cultural Universal - G. ECONOMIC ORGANIZATION

ACTIVITIES:

2a. Polling technique.

2b. Have the children list as many jobs as they can that people get paid for doing. Have them list all the jobs they do (both at home and at school) and don't get paid for. Display both lists on a bulletin board.

2c. Have two or three volunteer organizations, such as Candystripers or Animal Humane Association, send a guest speaker to the class. What exactly do they do? How much time does their volunteer work take from their day? Why do they do it?

2d. Each child is to come up with one 'volunteer' job they can do either at home or at school. Have them keep their own records to be sure they do their job every day for two weeks. Did they like what they did? Do they feel they should have been paid for their work? Will they continue even though nobody is making them now? Were people suspicious of them doing something for nothing?

Do You Have To go to school

To learn

Cultural Universal - H. EDUCATION

ACTIVITIES:

1a. Polling technique.

1b. Have the children brainstorm all the things they have learned since infancy. List on word cards. Hand out the word cards to the children and have them tape them to a chart divided into 'in school' and 'out of school.'

1c. Each child is to choose one from 'out of school' and demonstrate how they learned that skill. They are then to do the same with 'in school.'

1d. Using ordering catalogs (Sears, Wards, Allied, etc.) or a field trip to a local toy store and/or bringing in their own from home, have the children list toys and what skill they teach, and demonstrate the skill to the class.

1e. Have the children each draw a T.V. program they watch fairly often. This is to be followed by a short paragraph listing at least two things the program teaches. This may be done at home with parents' help and/or the help of siblings.

Do You Have To be an adult

To be smart?

Cultural Universal - H. EDUCATION

ACTIVITIES:

2a. Polling technique.

2b. Give each child three pieces of paper. They are to draw three people they think are smart. After illustrating their three people, they are to write on the drawing a quick statement as to why they think that person is smart. (Younger children may need to dictate.) Post pictures on a bulletin board divided into 'children' and 'adults.' Which side has more pictures? Why?

2c. The next time it is time to line up for lunch or whatever, tell the class that anyone who is smart may line up. Did everyone jump right up? Why or why not?

2d. Have children design a mural in which each child is shown doing something that makes them feel 'smart.'

Do You Have To be buried

To have a funeral?

Cultural Universal - I. WORLD VIEW

ACTIVITIES:

1a. Polling technique.

1b. Plan a field trip to a funeral home (involving either a small group or the whole class). Discuss with the funeral director the alternatives to burial. If children's discussion and questioning indicates a need, other 'outside' people may be brought in as guest speakers, e.g., a priest, minister, rabbi, someone from another culture, etc.

1c. Using information gathered in 1a. and 1b., have children illustrate and write about two approaches to funerals to be used for a bulletin board or class book. Perhaps each child could choose the way he/she feels is most acceptable and the way least acceptable to himself.

Do You Have To go to church

To believe in God?

Cultural Universal - I. WORLD VIEW

ACTIVITIES:

2a. Polling technique.

2b. Open discussion. Guest speakers, such as the ones listed in 1b. of the preceding activity, could be brought in for further discussion.

2c. This whole question and the manner in which it is handled should be left up to the teacher, parents, children, and general community attitudes. It may be eliminated completely or gone into in great detail.